

very effective combination. Those who read *Psychiatry and Ethics* will derive both benefit and pleasure from it.

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DAVID, HENRY P., ED. *Child Mental Health in International Perspective: A Volume from the Joint Commission on Mental Health of Children*. Harper & Row, New York, 1972. xiii + 432 pp. \$10.00.

As a former Associate Director of the World Federation for Mental Health, Dr. Henry David was particularly well qualified to meet the challenge presented to him by the Joint Commission on Mental Health of Children when he was requested to survey and report on pertinent experiences and innovative practices abroad in the wide area of child mental health.

Dr. David's successful mission was accomplished in spite of difficult circumstances (e.g., no funds for field visits) and mainly through an extensive search of the literature as well as a patient communication with dozens of knowledgeable colleagues in many parts of the world. The result is a well organized presentation (432 pages) divided into 35 chapters pertaining to the following areas of interest: emotionally disturbed youth, delinquent youth, culturally disadvantaged and retarded youth, manpower for youth, preventive group care. One of the appendices gives the names and particulars of more than 100 mental health professionals from many countries who have collaborated with Dr. David; this list can be of great help to the reader who wishes to learn more about a specific national program.

In the editor's words, the focus of the book is to describe innovative services in nations other than the U. S. A. with the hope that their relevance may be utilized in planning for improved children's services in the U. S. A.

This review will therefore concentrate on the material which appears to be most significant in terms of originality and applicability, inevitably betraying the reviewer's biases!

Chapter 3 (D. F. Buckle, S. Lebovici, and J. Tizard), dealing with the inpatient psychiatric treatment of children in Europe, is an adaptation of a W. H. O. regional report (1963). It has the characteristics of most publications by this international body, i.e., thorough in its approach but very general in its content. Such a text might have been a useful introduction had it not been so outdated and probably already known by most readers of Dr. David's book.

Alan Miller (U. S. A.) pointedly reports that the child mental health care system in the Soviet Union is well integrated to the total health program, generously staffed, and heavily focused on prophylaxis; for example, during the first month of his life, a child is examined five times by a pediatrician, and until he is 2 years old he will be seen monthly (p. 53).

Dr. André Haim's chapter on integrated mental health services for children in the 17th Arrondissement of Paris throws an interesting light on France's policy of "sector mental health" established in 1960 and usually known on our continent through the writings of the 13th Arrondissement's team.

The community mental health services in the London borough of Newham as described by Dr. J. H. Kahn show "that the Newham experience is unique in the sense that the system of child guidance became the model for a community mental health center" (p. 81).

Paul Penningroth (U. S. A.) found during an extensive tour of six European countries that some of his hosts felt "we were strong on theory while they provided more services" (p. 92). The most exciting innovation, according to him, was the rapidly

expanding use of small residential units with the emphasis on milieu therapy rather than direct, individual treatment techniques by the professional. From the point of view of concern expressed by the leaders and money spent by the states for children's services, the author felt that England, the Netherlands, and Denmark were outstanding.

Part time therapeutic classes have been organized in Israel since 1963 with the objective of assisting the emotionally disturbed child to overcome his difficulties while remaining in his regular classroom (p. 104). This is probably a more hopeful approach than our North American system of special classes which segregates the troubled youngster from his peers.

The first paper on delinquent youth (p. 124) presents the "pedagogical-psychological approach" utilized at Viby (Denmark) in a small institution for girls between 15 and 21 years of age: the aim is to educate or re-educate, which means that in the daily work a certain level of demands will be kept with respect to social behavior, observation of norms, work standards, etc. "Therapeutic climate derives from the sum total of all the goal-directed influences any staff members direct toward the client to facilitate insight needed for adaptation to the ethical demands of the culture."

John Conrad, a research sociologist, presents in Chapter 13 an interesting vignette of correctional centers in Sweden, the Soviet Union, and Canada. He notes that in Scandinavia most cases of juvenile troubles requiring attention outside the home are handled locally by social "bureaus" and municipal services. Residential institutions are small, housing from 30 to 70 persons, and staffing is rich: very few professional personnel are found. The organization usually consists of a schoolteacher, and a social worker directing a small staff of house parents; sometimes a psychiatrist comes in as a consultant and teacher for the staff.

Juvenile corrective labor colonies follow

the teachings of Makarenko, a pedagogue who devoted himself to the re-education of delinquents after the first World War. Persuasion rather than coercion is the approach which follows three stages: first, the institution preserves the boy's self-respect by giving him as much responsibility as possible. Second, the system requires the delinquent to learn to work; and the third stage is the inculcation of cultural interests and standards.

Among "the good ideas from abroad" as described in Chapter 14, one should note the halfway house for the adolescent who comes out of a correctional institution—as it has been developed in England, and the children's villages of Austria—which is considered a strong prevention factor in delinquency. In the following chapter, Mulock Houver presents some preventive programs found in Denmark, Poland, and Yugoslavia—accompanied by an evaluation prepared under the auspices of the International Union of Child Welfare.

In Chapter 17, R. Feuerstein reports on "an active-modificational approach" in working with retarded performers and socially disadvantaged youngsters in Israel. Observations on U. S. and European programs for the retarded (Chapter 19, W. Wolfensberger) contain much valuable information; in countries such as Switzerland and Germany, there exists a long tradition of training large numbers of kindergarten teachers with strong emphasis on child development. These are the people found in mental retardation education since they are very cognizant of the basic development needs of the retarded. The author is struck by the successful performance in England of the severely retarded in workshops which are associated with the following phenomena: most of the retardates have been through programs which emphasize obedience and hard work—the workshops concentrate on jobs which have industrial assembly characteristics; the personnel working with the trainees are almost all crafts-

men with industrial backgrounds; and the supervisors are most ingenious in inventing production aids which bring the task within the scope of the retardate's ability.

On his entire trip in Europe, Wolfensberger did not see one locked building in a mental retardation institution; one effective way of preventing aggressive conduct which, in turn, brings the locked doors, is to rate the trainees for weekly pay not only on industrial productivity and time at work, but also on behavior.

The entire chapter (p. 253) on how child-care workers are trained in Europe by Van Hromadka is most instructive; it is concise and it delineates admirably the characteristics of European training programs in relation to the U. S. programs. Thomas Linton then describes in detail (p. 260) the Educateur program as observed in France; a similar program has evolved in Quebec during the past 20 years as it is related in Chapter 26.

Part VI of the book is devoted to prevention, and illustrative programs from the Soviet Union, Formosa, and Israel are presented. The paper on child welfare in the Soviet Union (p. 293) emphasizes the prenatal care measures (*e.g.*, working pregnant women are entitled to 112 paid days of maternity leave) aimed at preventing physical and mental pathology in the child and also underlines the sociopedagogical techniques utilized by teachers and welfare workers to prevent juvenile delinquency. In Taiwan, the National Association for Mental Health has shown leadership in introducing mental health education within the curriculum of elementary schools and has stimulated the training of school counselors sensitive to child mental health.

Children of mothers with acute schizophrenia and those born into families with a history of schizophrenia merit especially thorough and continuing observation; programs of early detection and treatment of those high risk children are particularly well

organized in Denmark and in the Soviet Union (p. 331).

The last section of the book deals with group care and includes an excellent synthesis of the collective methods of character education used in the Soviet Union and derived mainly from Makarenko.

In his concluding note, Dr. David remarks on the major social and economic support devoted to group care programs in the "collectivistic" societies which is in contrast to the lack of adequate programs in the U. S. A. dedicated to infants and young children whose natural parents and home environments are not conducive to healthy growth.

Every mental health worker, lay or professional, will find ample stimulation in Dr. David's book which also serves well the cause of "international scientific exchange."

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KRAMER, MORTON, POLLACK, EARL S., REDICK, RICHARD, ET AL. *Mental Disorders: Suicide*. Harvard University Press, Cambridge, 1972. xxviii + 301 pp. \$7.00.

This book is one of a series of monographs on vital and health statistics relating to major public health problems and designed to take advantage of the 1960 census data to estimate the numbers of persons at risk. Through this approach, it was hoped that the determination of morbidity and mortality rates for major health problems in the United States would be possible.

From the title, the reader might expect the relationship between mental problems and suicide to be developed, but it is not. The book is actually two monographs—one on mental disorders, and a very short one on suicide. Students familiar with the literature in the area of mental health will find few new data or ideas presented. It is, however, a convenient collection of usable statis-